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ABSTRACT

The "information revolution" has brought in its wake a reassessment of the role and function of the traditional school library. The possibilities opened up by the new technologies have combined with new approaches to teaching and learning so that the library is no longer a mere repository of books to be visited when classes are over; rather, it is becoming a multimedia resource center in constant use for research and teaching on a variety of topics. The first article in this issue is "Innovation in France: Centre de documentation et d'information" (M. Treffel), which describes the new relationships that have developed between teachers and documentalists. The succeeding articles, which give examples of how the new role is being translated into practice in Australia, the United Kingdom, and Austria, in various types of institutions, and in both new and converted buildings are: (1) "Innovations in School Library Design in Western Australia" (Peter Barrett); (2) "Weald College, Harrow" (Paul Lenssen); (3) "St. Machar Academy, Aberdeen" (H. K. Wray); (4) "In Austria: A Service for Pupils and Adults" (Yohanna Hradej and Manfred Hinum); (5) "Shared Use in Canberra" (Michael Wilson); and (6) "Renting Out Educational Accommodation" and "Research and Development in Educational Building" (Robbert Coops). Four short news items relating to the Program on Educational Building are also included. (SD)

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PEB

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Libraries and resource centres

The 'information revolution' has brought in its train a re-assessment of the role and function of the traditional school library. The possibilities opened up by new technology have combined with new approaches to teaching and learning so that the library is no longer a mere repository of books to be visited after classes are over, but is becoming a multi-media resource centre in constant use for research and teaching on a growing variety of topics. These developments in their turn are leading to new conceptions of design and layout.

The first article in this issue of PEB Exchange describes the French "Centre de documentation et d'information" and the new relationship between teachers and documentalists that has ensued. Succeeding items give examples of how the new role of the library is being translated into practice in Australia, the United Kingdom and Austria, in different types of institution and in both new and converted buildings.

Also in this issue is an article by Robbert Coops of ICS in the Netherlands about renting out surplus space, together with a brief description of ICS. In future issues of PEB Exchange we plan to include descriptions of other organisations which are active in the field of research and development in educational building.

In the next issue, 'PEB Exchange' will turn its attention to the particular requirements, in terms of buildings and equipment, of the handicapped and those with special educational needs. As always, contributions from readers - whether describing a new project, discussing some policy development, or simply giving a personal point of view - are most welcome.

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Innovation in France: "Centre de documentation et d'information"

A bit of history

The first "CDIs" (Information and Documentation Centres) came to being some twenty years ago when audiovisual techniques were being developed. It was the time of 16 and 8 mm film, impressive collections of slides, tape-recorders that were still using magnetic tape and not cassettes, and televisions that were finally becoming house-hold items.

From 1972 on, the architectural structure of school buildings came under discussion. New arrangements of space were sought which would promote pedagogic change and development. The central meeting point was the "CDI," where all material on hand could be consulted or borrowed. The idea was to bring together, in one centralized area, not only books and magazines as an ordinary high-school library would, but also a diverse range of documents in various forms: films, records, slides, and all the material needed to use them. By collecting up records that were previously stored in the music room or the language department, slides that were locked away in the science or geography department, the teachers' library and the students' library, the founders were looking to create a central and efficient resource centre. By fighting the impractical dispersion of documents, one fights against their lack of use.

Little by little, the buildings were adapted to this new programme. Gradually, "CDIs" grew from the size of a single classroom to two and then four.

This growth was accompanied by an acceptance of the need for the floors to be carpeted, for comfort as well as for sound insulation. This open and airy "field" was then "planted" with rows of double-sided open shelves so that staff could see from one end of the room to the other, including what the students were doing. Special furniture was created for the presentation, the shelving, and the consultation of documents. The design and the functionality of the material brought elegance and a modern touch to the establishment.

New building plans

While on an organized visit for documentalists to Quebec in 1973, we visited many institutions that were the equivalent of French junior- and senior-high schools. All of them had enormous documentation centres. Around the central documentation room, covering about 200 to 300 square metres, were small study rooms of about 12 to 15 square metres to accommodate approximately 6 to 8 students. Each study room led directly to the documentation room and the study rooms were closed off from one another by panels or a glass door. Students, professors and administrators were happy with this arrangement.

At that time in France, the Ministry of Education studied and adopted a similar plan to be applied in all new and adapted secondary school buildings. Two thousand junior high schools have now been adapted in this way. Conceived in such a manner, the "CDI" may accommodate:

- individual students and professors seeking information. They may browse in the aisles, work at a table in a study room, or find a comfortable reading chair to flip through a magazine.
- groups of students doing research together who may share a study room to work on their project, while still having easy access to the adjacent library in case they need a dictionary, an atlas, or another reference book. They may discuss their project out loud without disturbing others that are reading in another study room; reading and the development of a taste for reading is the primary objective of the "CDI." The "CDI" should be able to accommodate 15 to 20% of the student body.

The riches of our culture available to all

The "CDI," conceived as an easy-access resource centre, is an important democratization factor in education. It offers free and convenient access for everyone to important series, encyclopedias, art history books, catalogues and reference lists that the average person usually does not have at home. In addition, it arouses curiosity and teaches young students the process of how to go about conducting research in a library.

More than a simple resource centre for researching specific information, the "CDI" is a learning centre that promotes the learning of new subject matters and new ways of studying.

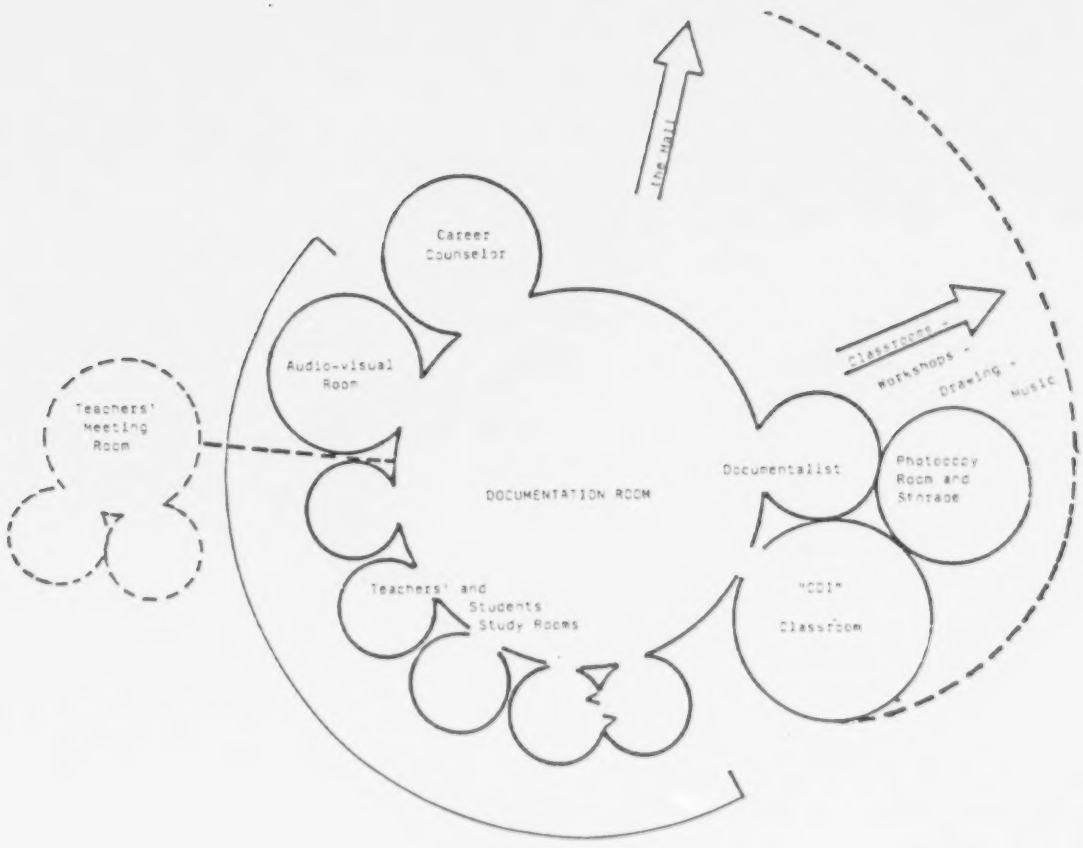
The pedagogical interest of documentation techniques

The documentalist, yesterday's good old-fashioned librarian, is essentially the over-seer of the collections that he assembles, files, shelves, catalogues, loans and presents. He is a specialist in the matter and constructs a logical organization within the centre. However, the growth of documentary production and demand now imposes an even more rigourous conception and application of this organization, almost to the point of being "scientific" about it. The documentalist must have a perfect knowledge of classic librarianship: shelving, coding, as well as the analysis and indexing of documents. He must be fluent in "library talk," and know the key words specific to research, the various methods of communication of written, spoken, audio-visual and computerized information, as well as their advantages and disadvantages.

The documentalist applies these methods, and also revises, expands, and transmits them to the students as it is essential that they no longer be reserved for specialists only. If the objective is to ensure that the wealth of resources available is not merely brushed over or glanced at superficially by a limited number of people, the methods and strategies that are the key to efficient and detailed research must be passed on to the students. In this sense, the documentalist has a second role as teacher. It would be helpful to have available a separate room, in addition to the study rooms, that would serve as a place of instruction for these techniques. When not being used, this room may serve as a projection room for videotapes.

Working on documents

The role of the documentalist does not consist merely of teaching students where and how to find books, the significance of their codes or how to use an index. His role as a teacher includes passing on, through the organization of material and know-



ledge, methods of memorization, efficient study habits, and a taste for innovation. It also includes teaching the students a specific method that will enable them to make the most of their research. With the help of the teacher, a new form of learning is established: "team-work teaching." It is in this manner that the students will benefit from a more diverse base of methods and knowledge. Consciously or not, the student imagines that teachers know facts, and the documentalist knows where to find them. In fact, both are important. Teamwork is often subject to personality differences and thus demands a conscious recognition of the common objective. This being accomplished, the benefits can be outstanding. This procedure often implies creating workshops, within the proximity of the "CDI" to carry out certain projects that may include photography or other expositions, writing a book of fairy tales, a novel, a play... The workshop should be equipped accordingly: drawing tables, printer, photocopy machine, and possibly a camera or a video-camera. Human relations in secondary schools greatly depend on the possibilities and ease with which the structure of the establishment permits students to meet, and to work together on projects.

Documentation and computers

In today's society of information consumption, and the rising number of publications made to meet those needs, it is no longer possible to keep up with it all without having recourse to machines. Computer science offers a promising future.

It facilitates and speeds up the process of orders, reference indexing, and loans through automation. It improves the efficiency of the services offered through the acceleration and efficiency of research, and the intensification of exchanges. Its demand for precision and its undeniable logic help organize one's thoughts and knowledge while providing stimulation for research and innovation.

Its installation and adaptation to the needs of individual establishments demand a considerable amount of time and effort. But this time and effort also opens the door to a new world of unlimited information and efficiency that will soon become as natural to the resource centre as was the first book shelf to the first libraries.

Yet, will this increased amount of information be tangible, workable, and as practical as one predicts? At their onset, computers were intended to eliminate the use of paper, and today we see that they actually generate quite a bit.

It is very difficult to play the prophet at a time of continual change and innovation. Yet what is sure is that from the one-room school house to today's multifunctional establishments, design and layout have evolved continually to meet the ever-changing needs of the students. Throughout history, be it the abacus or the computer, students have always depended on specific material to accomplish their work. Whatever the form of this material be, one will always need a place to work with it, and a place to store it when it is no longer being used. The "CDIs" have a bright future before them and continue to challenge the imagination of architects.

Contact:
Mrs. M. TREFFEL
Ministère de l'Education Nationale,
de la Jeunesse et des Sports
Inspection Générale
110 rue de Grenelle
75007 PARIS, France

Innovations in school library design in Western Australia

School Library Centres in Western Australian High Schools have traditionally adhered to the layouts, specifications and recommendations of the Australian Schools Commission. Whilst the facilities which have been provided have been functional and have catered for the educational requirements of students and schools, two areas of concern have been noted:

a) The reception and control area

This area has often been unattractive and has provided little to motivate the library user. A large and cumbersome control desk is placed immediately inside the main entrance door and, on either side, a number of small rooms are situated, out of bounds to students and threatening to all but the library staff. Such an arrangement also detracts from efficient utilization by the library staff. Those managing the control desk are restricted in the tasks they can perform, and those in the work room are away from contact with the students and are not in a position to provide an efficient service. At the same time, if they are required at the control desk, they are invariably forced into covering large distances in the course of the day to perform their duties.

b) Increasing rates of loss of books and materials

Whilst it must be pointed out that losses in Western Australian High Schools have been generally comparable with those in other school libraries throughout Australia, teacher librarians have indicated increasing concern with the expense, in terms of finance and labour, of acquiring replacements, and the consequent drain on library budgets.

How then are these concerns being addressed?

Taking as a starting point that the library resource centre should have a caring, non-threatening environment, and support the pastoral care activities of the school, and that the library staff should be approachable by students at all times, the aim was to create a more appealing reception and control area, which would also provide a more efficient working environment for the staff.

Following the theme of openness in the library resource centre layouts, it was decided to try to develop the same concept in the reception and control area. To complement this openness, new book detection systems are being provided which can detect those who seek to remove books illegally.

These new ideas are being put into practice at Belmont Senior High

School in Western Australia which has had a major upgrade including the construction of a new library resource centre.

The island control desk has been scrapped, and in its place a long two-level counter has been created to one side of the foyer, on the exit-door side. Behind this counter is a large open space where all workroom functions are to be carried out. This is an area where the library staff are able to engage in tasks related to the organization of materials for the library resource centre.

The open area allows the staff the flexibility to plan routines and work flows. Space is provided at benches for processing and repairs of resource materials; an area for administrative tasks, cataloguing and typing; storage facilities; free flow access for book trolleys; and most importantly, catering for all aspects of circulation and borrowing. This arrangement allows the library staff to carry out their duties without leaving the work area and at the same time be readily available to students using the library. This arrangement lends itself to a more efficient working and user environment in the library resource centre.

Another important feature for the library staff is that this work and control area provides for unobstructed viewing and supervision throughout the entire library. Library staff using the new facility have been full of praise for the open plan work and control area.

The book detection system at Belmont Senior High School has been operating for approximately six months and it is still too early to compare the cost of its installation and operating with the savings in resource materials. Library staff are sure that it has made students think twice before removing library resources illegally.

It is felt that a detection system's final success is dependent upon maximum communication between all library staff, policies that are agreed to by all, and are strictly enforced and implemented with clearly defined procedures. According to the staff at Belmont Seniior High School, one bonus that comes from a detection system is improved understanding and consideration by all library users towards library operations.

Library staff at the school are convinced that both these innovations should be a feature of all future library resource centres in Western Australian High Schools.

Contact:

Mr. Peter Barrett
Manager, Building Branch
Department of Education
PERTH, Western Australia

Weald College, Harrow

Design principles

Accommodation at Weald College is disposed in separate blocks. These blocks can operate in a largely self-contained way so that the operation of each is to some extent independent of the others. The buildings have to provide for current needs but in the course of their lives will be faced with fluctuating student numbers and other unforeseen and unforeseeable changes. The flexibility required to cope with change is provided in the first instance through the variety of spaces across the site and within the individual buildings.

Pivotal functions gathered together create the main centre and local sub-centres around which college life revolves. They are generally large, 100 m^2 or more in area, and, unlike specialist areas, serve the whole college.

Committed specialist spaces are arranged around the main centre and together with the locally disposed pivotal functions they form the basis of faculty or departmental sub-centres or foci. They are generally larger than general teaching or classroom spaces, ranging up to about 90 m^2 in area.

Interchangeable general purpose spaces in which related or back-up activities can take place are located close to the spaces described above. Floor areas range up to about 50 m^2, and their use may change according to demand in different areas of the curriculum or college life.

Small spaces, rooms or offices from 10 m^2 to 20 m^2 in area are distributed throughout the college. These spaces are also interchangeable in use.

The variety of spaces mentioned above, teaching and learning areas, large spaces, non-teaching spaces, and open areas allow related activities to flow into one another or to expand and contract responding to demand (see diagram). There are also enclosed areas for activities needing visual or oral privacy or activities causing dust, smell or nuisance.

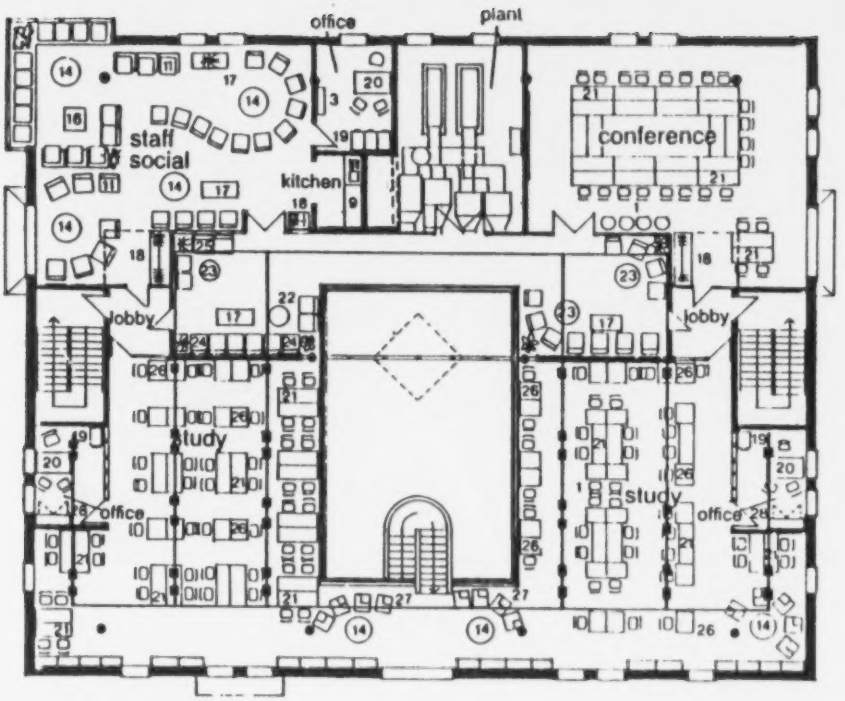
When the degree of change exceeds the limit that this flexibility can provide, the capacity of the buildings for physical alteration comes into play - in short, their adaptability. Such adaptability is enhanced by:

- the use of structural frames rather than load bearing internal walls;
- the clear separation of the building fabric and the building services;
- minimising the use of fixed furniture and equipment;
- the provision of adequate space for the later addition of services.

Building elements can be considered according to different time scales. For example, building fabric may be expected to last 30 to 60 years, services - both mechanical and electrical approximately 15 to 30 years, and furniture and equipment from 5 to 10 years.

The above elements have been kept separate as far as possible, in order to both permit and encourage mobility, change in layouts and thus, variety in activities and teaching and learning modes.

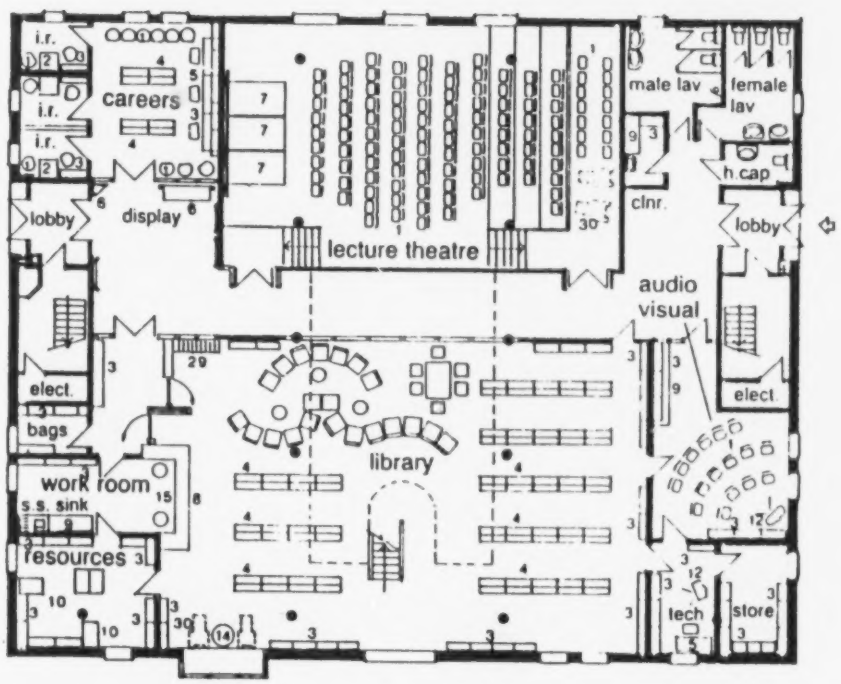
Suspended service booms combined with perimeter wall mounted services are generally used. One of the advantages of this is a good coverage of the spaces served. Both peripheral and central work stations are easily and conveniently reached. This also offers economic sizing of pipe and wire capacity and a routing of booms tailored to suit requirements, and an ease of change with relatively low capital cost.



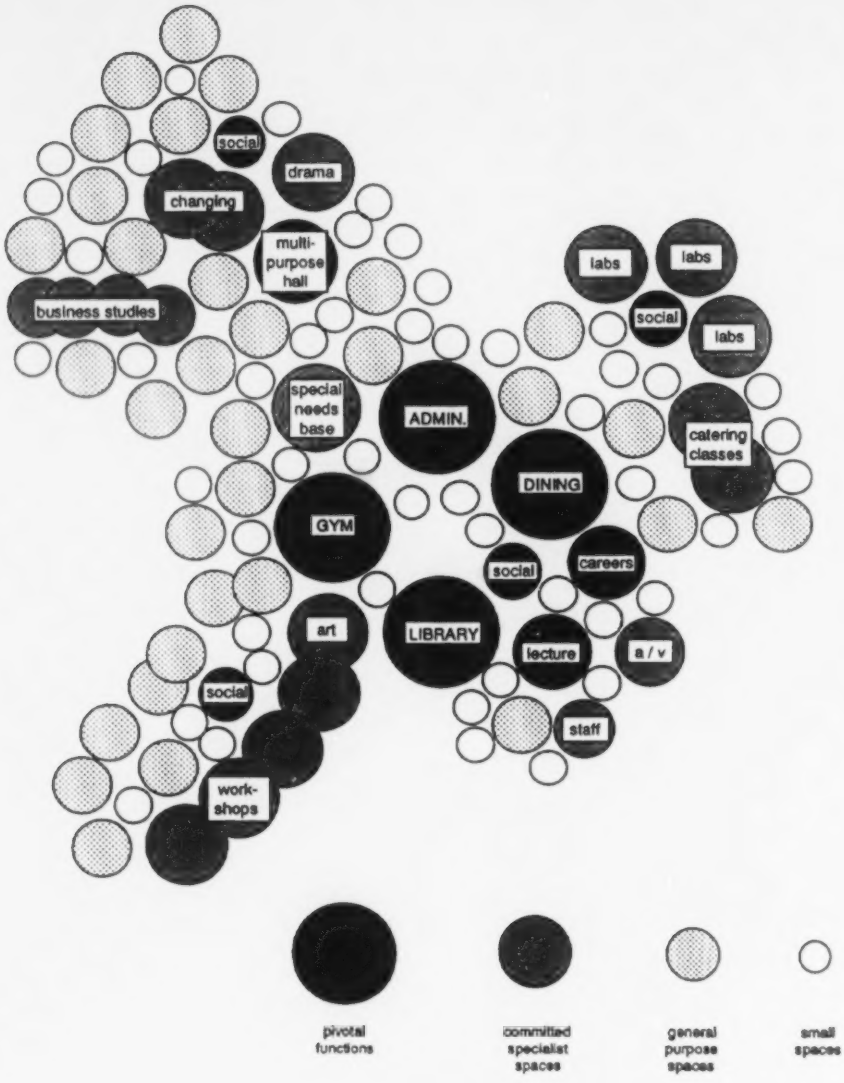
FIRST FLOOR

0m 5m

1 chair
2 table 600 x 600
3 shelving
4 book shelves
5 table 500 x 1300
6 display units
7 raised platform
8 counter
9 work top (cupboards under)
10 table 500 x 800
11 easy chair
12 television
13 table 500 x 900
14 table 900 sq
15 stool
16 table 750 x 750
17 table 600 x 1200
18 coat hanger
19 filing cabinet
20 table 750 x 1200
21 table 500 x 1400
22 table 500 sq
23 table 700 sq
24 table 500 x 600
25 table 650 x 650
26 table 600 x 700
27 tablet chairs 400 x 650
28 book storage cupboard
29 card catalogue
30 position of wheel chair



GROUND FLOOR



The library

From the foregoing principles is formed the design of the library as well as of the other areas of the college. Up to one-fifth of the students' time can be for private study. In addition, there are mid-morning, afternoon and luncheon breaks which may be staggered. During this time, most students stay on the site and in the buildings.

The single most important provision for private work and study is the library. It is a pivotal function serving the whole college and is closely related to other pivotal functions such as lecture, theatre, conference room and careers suite. The library therefore attains a highly visible and central position in college life.

The library contains the following accommodation (see plan):

i) Bookstacks mainly at ground level housing in the first instance a bookstock of 16 000 volumes for 900 full time equivalent students aged 16 years and older. Shelving is either wall-mounted and fixed, or in island units and mobile. Different arrangements and rearrangements are possible. There is room for expansion.

ii) Support area including counter and catalogue space, librarian's office space, work rooms, photocopying, technician, storage and area for audio-visual aids and other resources. There is expensive hardware and equipment in use which needs to be readily available and, at the same time, secure under staff supervision.

iii) Reader space providing for private study, browsing and periodicals. The private study places for about 80 students within the ambit of the library (as distinct from the similar number scattered throughout the college buildings) are at first floor level overlooking the bookstacks and periodicals on the ground floor. Provision is in the form of tables in flexible open spaces with the possibility to rearrange layouts. Services are in over head booms dropping to light and power points and VDUs required at table top height. There is also some provision for private study places for wheelchair-bound students at ground floor level.

Contact:

Paul LENSSEN
A & B Branch
Department of Education and Science
Elizabeth House
York Road
LONDON SE1 7PH
England

St Machar Academy, Aberdeen

St. Machar Academy is a comprehensive school built in the late 1930s which serves a large part of North Aberdeen in Scotland. It has about 750 pupils aged 11 to 18 years.

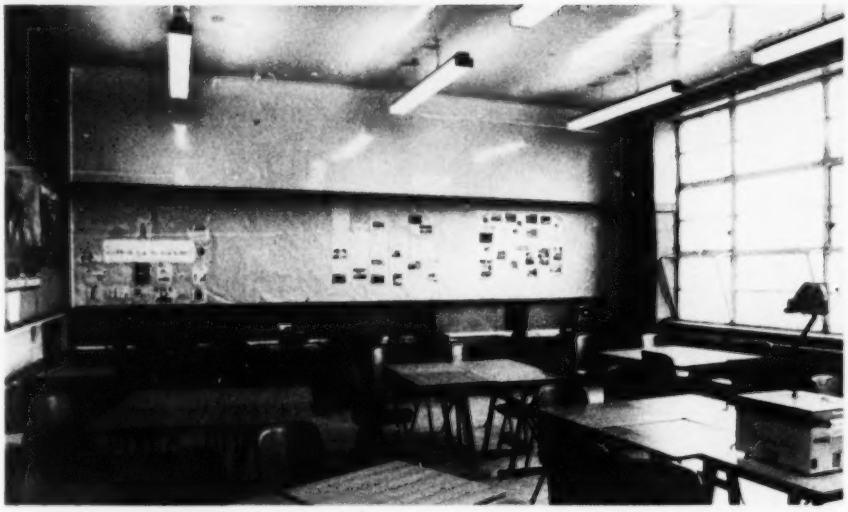
The school is in the midst of a major refurbishment programme which will take several years to complete. At the outset, provision of a new resource centre was identified as being the school's most pressing requirement. This was largely because the rapidly changing curriculum in Scottish schools demands that students become increasingly responsible for their own learning. Consequently they are encouraged to develop a learning strategy which requires the location of, and selection from, a wide range of resources and access to a variety of information technology "tools".

It was recognised that St. Machar Academy's 1930s library, although of interest to the educational historian, could not satisfy these demands and a new facility was required.

A block of four classrooms and an adjacent corridor were identified as being suitable for conversion to a multi-media resource centre. The possibility of conversion arose because falling enrolment permitted the removal of four classrooms from conventional use.

Demolition work was carried out to remove all the linking partitions in order to provide one large volume, interrupted only by structural columns and tie beams, and a feature was made of an internal office constructed in red facing brick to accommodate two library staff. The large windows which pierced both external walls in too many places were built up or drastically altered in size and shape to create a much more introspective environment. The existing ceiling height, which was approximately four metres, was reduced to a much more acceptable level by the introduction of an attractive open-cell suspended ceiling. This allowed service wiring and pipework to be concealed and enabled cosmetic spotlights and low-glare fluorescent light fittings to be integrated, creating a single-plane uninterrupted ceiling.

Furnishings were selected from a standard range used by Grampian Region's Education Department, but in this particular project, brightly coloured units were chosen to contrast with the dark floor-carpet tiles and the subdued grey colours of the walls and ceiling. A specially detailed issue desk, study carrels and benches were fabricated to be fixed in position, but by and large, most furnishings were moveable to allow flexibility of use.



The appointment as project architect of the person who had been reponsible for the earlier reconstruction of the foyer, theatre and staffroom did much to ensure that the new work blended effortlessly with what had already been done. the appointment also ensured that a harmonious working relationship developed between architect, contractors and school.

The new resource centre incorporates a number of areas. A teachers' base has been provided to ensure that staff and students are working together in the same environment. The teachers' area is equipped with word processors, graphics materials, photocopier, and other equipment.

The main area holds the bulk of book and non-book resources. There are areas for individual study and for small group teaching. An information technology area has also been incorporated. This has been equipped with a network of ten computers, facilities for interactive video and desk-top publishing and access to on-line systems.

The reaction of students, staff and visitors has been overwhelmingly favourable. The resource centre is perceived as an area where functional simplicity and effectiveness has been facilitated by imaginative design.

Contact :

Mr. H.K. WRAY
Grampian Regional Council
Woodhill House
Ashgrove Road West
ABERDEEN AB9 2LU
United Kingdom

In Austria: A service for pupils and adults

The rapid development of new information technologies calls for quick and clear answers to the question of HOW to manage information, especially the provision of schools, which are supposed to be institutions where information is supplied and passed on all the time. In view of the demand for a general improvement in society's communication capacity, it seems to be appropriate, for economic as well as educational reasons, to link the function of information with that of communication.

In 1985, the Federal Ministry of Education, Arts and Sports in Austria established planning guidelines for information and communication centres at schools. They are to include three main areas: an information area where books may be checked out, students may obtain advice, and where there is reading and working space; an information technologies area including audio-visual materials, printed matter and a photographic laboratory; and a communication and leisure area composed of a multi-purpose zone, a passive recreation area, common rooms and a language laboratory.

The objective is to create, in the medium term, appropriate areas of activity that are accessible to all those interested, and offer the most advanced information technology in conjunction with adequate consultation and maintenance. The Federal Ministry of Education, Arts and Sports has thus established service agencies to back up information and communication centres in schools. A special feature in this context is the "library service for schools". This has been organized in close co-operation and co-ordination with the "Buchklub der Jugend" (library club for young people), and advises schools and/or bodies that run schools on the planning and furnishing of school libraries. The library service for schools also offers advice on how to set up an appropriate supply of materials, renders assistance in the organisation of learning and reading education, encourages schools to open their libraries for special events, and prompts school libraries to co-operate with public libraries.

Contact:

Mag. Yohanna HRADEJ, or
Dr. Manfred HINUM
Bundesministerium für Unterricht, Kunst und Sport
Postfach 65
1014 WIEN
Austria

Shared use in Canberra

Canberra is the capital city of Australia and is located in the Australian Capital Territory (ACT). The population of Canberra is 270 000. The ACT has its own local government.

The ACT Department of Education operates separate secondary colleges for the final two years of schooling. Current policy is to site colleges close to community and retail centres.

In 1981, the ACT Schools Office opened a secondary college whose facilities were intended to become the focal point for social and recreational activities in the developing region that it served. The college incorporated, in addition to learning spaces, an indoor heated swimming pool open to the public, squash courts, a theatre, a gymnasium, and a library which was used by the community as a whole.

This concept of shared use of college facilities with the community has proven successful and in 1990, a new college (Lake Tuggeranong College) will open in a rapidly developing part of Canberra, and will incorporate the town library.

The Lake Tuggeranong College has also been designed to enable extension of the building within and around the site to allow for incorporation of technical and further education or community college links if required in the future.

The community/college library is situated so as to enable ease of access for both Lake Tuggeranong College students and the community. The library has two distinct access points; one providing access from the town centre which will be used mainly by the community, and the other for students from the college. Both access points converge to form a single library foyer which can be utilised by both the college and the community for, among other activities, display purposes.

The Lake Tuggeranong College library facilities (approximately 2 700 m² in area) are organised on two levels. Directly inside the library entry doors is the circulation desk and administrative area. The main reading area occupies the ground floor.

A survey of college students who had used a shared library showed they were happy with the idea but desired an area of the reading room which they could make particular use of.

As a result, the reading room at the new College comprises three areas which are architecturally distinct, but without physical separation. To one end is located a "childrens corner" incorporating a parent room, tutorial room and office space, a central area which could be utilised by the community and a space closest to the college which provides students with a home base within which they can focus their activities should they wish.

The library upper level which can be reached by stairs or lift contains a quiet study area, seminar room, librarian's office space, work room, storage and staff amenities. Several of these areas would normally be duplicated in "separate libraries" but are shared under these joint arrangements.

The library is open to both the community and college students during the hours of operation which extend beyond normal college hours, and will be staffed and managed under joint arrangements between the Department of Education and the local public library service. The community library is the most prominent building in the complex and is a community landmark. Much care was taken to ensure that it was linked both architecturally and physically to the college proper to ensure that students identified it as a college facility.

The advantages of the concept of shared use include maximising use of buildings and resources beyond normal hours of occupancy, providing opportunities for closer inter-relationships of college students with the community, as well as sharing and enhancing facilities and library resources.

Contact:

Mr. Michael WILSON
Principal Executive Officer
(Facilities Management)
ACT Schools Office
PO Box 20 Civic Square
ACT 2608,
Australia

Renting out educational accommodation

The Netherlands has, at least at the national level, an over-capacity of school buildings. In the coming years, there will be a greater number of older buildings disposed of or demolished, than new ones built. This is not to say that no changes will be made to already existing buildings. Educationally, as well as architecturally, there is a continual need for adaptations of all sorts, many of them major and expensive ones. This is the result of demographic developments in the Netherlands, where population growth has slowed almost to a stop. The aging of the population, as well as the decreasing birth rate, are factors which must be taken into consideration in the planning of educational accommodation.

There are, however, other factors at work. At the local level, particularly in centres of urban growth and urban renewal areas, there is a demand for new construction. In addition, Dutch socio-economic policy places emphasis on continuing education, retraining, and in-service training programmes. This applies not only to employees who have been encouraged by their companies to follow various job-related courses, but also to the large contingent of unemployed people and newcomers to the labour market, who are aided in their pursuit of further education by the national government, central employers' organisations, and trade unions. The expectation is that this will increase their chances of gaining entry into the labour market. This investment in "human capital" also has clear repercussions on the use of educational accommodation. Increasing use is being made
— in the evenings, on weekends and school holidays, as well as in the daytime
— of the existing capacity of potential educational housing. Because of the present over-capacity of school buildings, such facilities are generally easy to come by. Naturally, there are places in which shortage of space is still a problem, but there are very few problems in finding rooms suitable for lectures and the like. The situation is more difficult for technical education, which requires a very specific type of interior design.

Recently, the Dutch government has authorized school boards to let out rooms, on a contractual basis, for educational use. Unlike in the past, a school board may now decide for itself how the resulting earnings are to be spent. If handled wisely, this can be a profitable source of income for the school, and may even be used to improve the quality of the school building. Acoustics, for example, may be improved by the acquisition of an electrical acoustic system, paid for by renting surplus educational space to a third party. There are more examples of this nature which not only have a positive influence on "normal" education, but also increase the appeal of a school for prospective renters. It is clearly a "positive-sum game".

For those who require educational space suited to their particular needs, there are numerous possibilities. Often the choice will depend on their own resources, financial and otherwise. Commercially-oriented organisations rent conference centres or hotel accommodations for their courses, seminars and conferences. Prestige plays an important role here. Organisations with smaller budgets, however, cannot afford to be as choosy, and must seek other alternatives. Finally, there are firms which offer a variety of industrial training programmes for their employees, usually on their own premises.

No matter which type of education is concerned, the following aspects must always be taken into account: the kind of education, the number of students, the size of the groups, and specific requests prompted by educational motives. It is therefore advisable to draw up a standard checklist, so that neither lessor nor lessee are confronted with any unpleasant surprises. Because the price is partly determined by the quality of the facilities and the provision of services, these aspects must also be included.

When such contractual activities are entered into, all additional expenses, such as energy costs, insurance, maintenance and the adaptation of educational areas for third parties, must be foreseen so as to ensure reimbursement by the lessee. Needless to say, good management and an eye on the competition are essential to success.

The same applies to those situations in which non-educational space is used for education. The major advantage of existing schools, however, is that the necessary "know-how" and infrastructure are already present, whereas in other locations, they may not be. For that very reason, it is possible for schools, and perhaps socio-cultural facilities as well, to compete in this growing market.

Contact:

Robbert COOPS
ICS
Postbus 282
2800 AG GOUDA, Netherlands

Research and development in educational building

The Information Centre for Schoolbuildings, Rotterdam

The Information Centre for Schoolbuildings (ICS) was founded in 1955 as an independent research, information and development organisation. It now employs about 50 people whose work covers the whole range of educational building - from planning, programming and design to management, maintenance and adaptation. Half of ICS' activities are commissioned or subsidised by the Ministry of Education and Science of the Netherlands and it also carries out consultancy work both in the Netherlands and abroad. It has a long history of cooperation not only with PEB but also with UNESCO and the European Community.
Several ICS publications are available in English, including:

- ICS Info 6 "A facilities network in the Netherlands" (an example drawn from a rehabilitation area in the City of Rotterdam);
- ICS Info 7 "The Dutch experience" containing information about the Dutch education system, the ICS itself and the way in which school buildings are financed and managed in the Netherlands;
- Using the computer in researching flexibility" a paper by Wendie Hardeman describing a computer-based system for planning the layout of school buildings.

For information about these or other aspects of ICS' work, contact:

Robbert Coops
ICS, Postbus 282
2800 AG GOUDA, Netherlands

Help wanted

Building maintenance

The Swiss canton of Lausanne is currently engaged in setting up a data-base to provide information for its building maintenance programme. The data-base will include not only architectural information, for example about the size and layout of buildings, but also information about heating, ventilation and other technical aspects. Those responsible for this work would be very pleased to hear from anyone who has experience of setting up a similar data-base, or who has been involved in any studies of the problem.

Contact :

M.R. VUILLEUMIER
Le Délégué cantonal à l'énergie
Rue de l'Université, 5
1014 LAUSANNE, Switzerland

The planning and management of schools

The inter-departmental group in charge of primary-school student population forecasts in Geneva, Switzerland seeks information about the implementation and results of global methods used for the planning and management of schools situated in cities of several hundred thousand inhabitants.

The group is interested, above all, in the following points:

- integration of the planning and management of public buildings in general
- adaptation of the planning according to recent changes
- reservation and acquisition of land
- modification of accommodation (short and medium term, with and without additional construction)
- acknowledgement of new needs evolving from new pedagogic methods
- management of recruiting spaces
- and the distribution, by sector, of the planning and management.

All information is welcome.

Contact:

Bruno BEURRET
Service du plan directeur
Département des travaux publics
Rue David-Dufour, 5
CH 1211 GENEVE 8
Switzerland

News From PEB

Facilities for post-compulsory education and training

An international symposium on "Education and training after the compulsory years: buildings, equipment and links with industry" was held in Espoo, near Helsinki, from 14th to 17th May 1990. The symposium was organised jointly by PEB and the Ministry of Education and Science, Finland.

The ways in which countries respond to the diverse educational needs of the post-compulsory years vary enormously. The symposium considered recent trends in post-compulsory education and training and assessed their impact on policies for the provision of accommodation for this important and rapidly developing sector.

Case-studies, presentations, and visits informed periods of formal and informal discussion. While the emphasis was on the education of young people in the 16 to 20 year-old age-group, due attention was given to older age-groups and to the needs of adult and continuing education.

Issues for discussion included:
- the organisation of post-compulsory institutions
- the impact of curricular change
- changes in teaching and learning methods and in the student population
- links with industry
- access and equity.

The planning and funding of educational building

In October 1990 the Programme on Educational Building, in cooperation with the Ministry of Education and Science of the Netherlands, will be holding an international conference to discuss trends in the planning and funding of educational building. The legal, administrative and financial systems which govern the building and running of schools vary greatly between countries. In many, the powers and responsibilities of national and local authorities, and of the schools themselves, are being redefined in an attempt to create education systems which are both more responsive to the demands of society and more efficient in the use of resources. These changes have considerable implications for those responsible for managing educational institutions at every level. PEB has commissioned case-studies of four very different approaches to the planning and funding of educational building and the issues raised by these case-studies will provide the themes for discussion at the conference.

The conference is to be held in the Netherlands from 8th to 12th October and further information about it can be obtained by writing to: PEB Secretariat, OECD, 2 rue André-Pascal, 75775 PARIS Cedex 16, France.

The Alford Information Technology Centre

The sixth report in PEB's series of "Long-term Perspectives" appeared at the end of last year. Entitled "The Alford Information Technology Centre" it describes the conception and creation of this centre which represents a new approach to the provision of information technology in schools in a predominantly rural area. The author is Joanna Eley of planning consultants DEGW. Copies are available free of charge, in English or in French, from the PEB Secretariat.

Priorities for 1990

The Programme on Educational Building will be undertaking two major new studies in 1990. The first of these is an investigation into the implications for educational building of policies towards the increased integration of the disabled into mainstream education. In many countries it is now a clear objective of educational authorities to educate disabled children so far as possible in the same schools as their peers.

Although some steps have been taken to adapt the design of schools to the needs of the disabled there is still a considerable amount of work to be done.

The second area of new work is the analysis of the contribution that educational building can make to urban renewal. Overcoming the complex and difficult problems of economically disadvantaged inner-city areas is not a simple task, nor is it one for education alone. Nonetheless there are examples of creative and practical ways of using the existing building stock together with new investment to improve conditions. The purpose of the study is to analyse how these have been effective and to draw lessons for other areas.

The PEB Secretariat would be pleased to hear from anyone who has an interest in, or knowledge of, either of these areas of work.

The views expressed in PEB Exchange are the contributors' own and do not necessarily represent those of the OECD Secretariat.